

1985-1987 Graduate Catalog

Gardner-Webb College

History of Gardner-Webb College

For God and Humanity, as inscribed on the college archway, symbolizes the values and purpose for which Gardner-Webb College was founded.

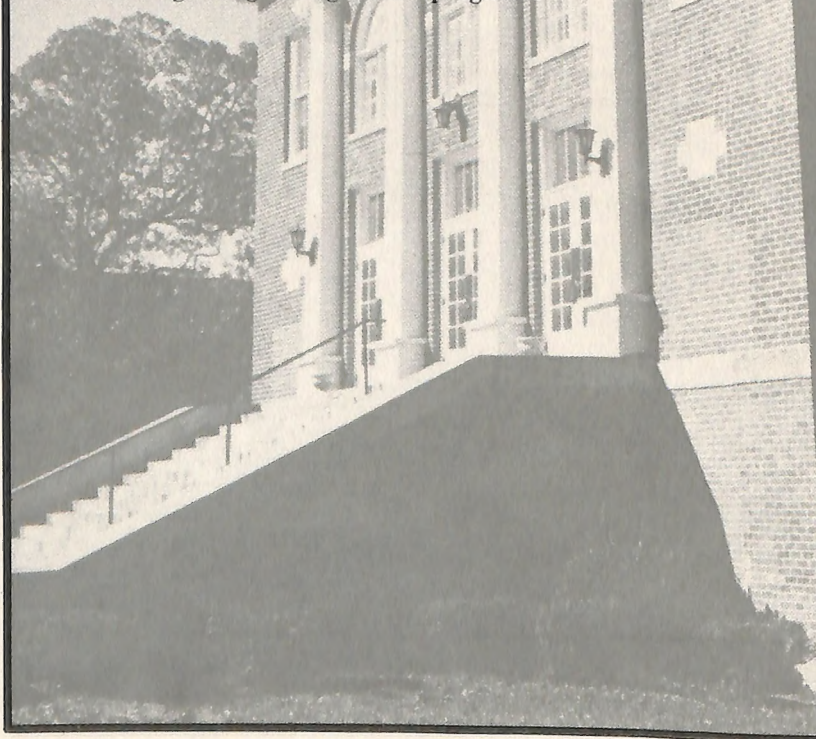
From a movement initiated by the Kings Mountain Baptist Association and the Sandy Run Association, the Boiling Springs High School, Incorporated, was chartered December 2, 1905, as an institution, "where the young— could have the best possible educational advantages under distinctive Christian influence." It became Boiling Springs Junior College in 1928.

In 1942, Governor O. Max Gardner began devoting his energy, time and wealth to strengthening and guiding the school.

Also, that year, the name was changed to Gardner-Webb College in honor of the governor, his wife, Mrs. Fay Webb Gardner and their families.

Dr. Craven E. Williams became the ninth president of the college in August 1976 and immediately launched the Bold Dimensions in Higher Education Program.

This has resulted in an enrollment growth of 33 percent, a library growth including all library collections of 288 percent, new campus construction and renovations exceeding \$4 million and the development of the deaf program, the evening college and graduate programs.





Gardner-Webb College

Dear Friend:

At Gardner-Webb College personal and intellectual growth are the goals we set for our students, and we work at translating these goals into the sum total of the experiences of those who come here as students. The choices they make and how they follow through on them determine the kind of education they receive and the kind of person they become.

Gardner-Webb College is a college committed to the Christian church. We believe that faith as well as learning makes the whole person. We insist on a fearless, penetrating search for truth in all realms of knowledge, and while we deny no one the right of inquiry, we uphold the claim of the Christian faith that all truth is of God. We are concerned with outlooks on life as well as information about life. We believe there is more than the human dimension in education; there is the divine.

Gardner-Webb College does not present a segmented way of life. It provides a blending of experiences which can give you the chance to find out who you are, what life has to offer, and what you have to offer in service to society.

As you examine the pages that follow, I hope you will sense something of what makes Gardner-Webb College a special place. I hope, too, that you will want to know more about us than printed pages can convey. We are eager for you to understand how this college can relate to your individual needs.

Sincerely,

A handwritten signature in dark ink, reading "Craven Williams". The signature is fluid and cursive, with the first name "Craven" and last name "Williams" clearly distinguishable.

Craven E. Williams
President

Graduate Calendar

Academic Calendar 1985-1986

First Semester

August 27	Full Class Schedule.
October 11	Friday, after classes—Fall Holidays begin.
October 16	Wednesday—Classes resume.
October 26	Homecoming Day.
November 27	Wednesday, after classes—Thanksgiving Holidays begin.
December 2	Monday—Classes resume.
December 6	Friday—Last day of classes.
December 9-13	Monday through Friday—First Semester Examinations.

Second Semester

January 9	Thursday—Classes resume.
February 28	Friday, after classes—Spring Holidays begin.
March 10	Monday—Classes resume.
March 27	Thursday, after classes—Easter Holidays begin.
April 2	Wednesday—Classes resume.
April 12	Saturday, 6:15 p.m.—Alumni Banquet.
May 5-9	Monday through Friday—Second Semester Examinations.
May 10	Saturday, 10:00 a.m.—Graduation.

1986 Summer Session (Graduate Program: One Six-week Session)

May 26	Monday—Registration for Boiling Springs graduate students.*
June 16	Monday—Classes begin.
July 25	Friday—Term ends.
August 2	Saturday—Graduation.

*Check with the Director of Graduate Studies for more detailed information. The registration schedule for off-campus graduate programs will be announced at a later date.

Academic Calendar 1986-1987

First Semester

August 26	Tuesday—Full Class Schedule.
October 10	Friday, after classes—Fall Holidays begin.
October 15	Wednesday—Classes resume.
November 1	Homecoming Day.
November 26	Wednesday, after classes—Thanksgiving Holidays begin.
December 1	Monday—Classes resume.
December 5	Friday—Last day of classes.
December 8-12	Monday through Friday—First Semester Examinations.

Second Semester

January 8	Thursday—Classes begin.
February 27	Friday, after classes—Spring Holidays begin.
March 9	Monday—Classes resume.
April 16	Thursday, after classes—Easter Holidays begin.
April 22	Wednesday—Classes resume.
	Alumni Banquet—to be announced.
April 30	Classes end.
May 4-8	Monday through Friday—Second Semester Examinations
May 9	Saturday, 10:00 a.m.—Graduation.

1987 Summer Session (Graduate Program: One Six-week Term)

May 25	Monday—Registration for Boiling Springs Graduate Students.*
June 15	Monday—Classes resume.
July 24	Term ends.
August 1	Saturday—Graduation.

*Check with the Director of Graduate Studies for more detailed information. The registration schedule for off-campus graduate programs will be announced at a later date.

Academic Calendar 1987-1988

First Semester

August 25	Tuesday—Full Class Schedule.
October 9	Friday, after classes—Fall Holidays begin.
October 14	Wednesday—Classes resume.
	Homecoming Day—To be announced.
November 25	Wednesday, after classes—Thanksgiving Holidays begin.
November 30	Monday—Classes resume.
December 4	Friday—Last day of classes.
December 7-11	Monday through Friday—First Semester Examinations.

Second Semester

January 7	Thursday—Classes resume.
February 26	Friday, after classes—Spring Holidays begin.
March 7	Monday—Classes resume.
March 31	Thursday, after classes—Easter Holidays begin.
April 6	Wednesday—Classes resume.
	Alumni Banquet—To be announced.
May 2-6	Monday through Friday—Second Semester Examinations.
May 7	Saturday, 10:00 a.m.—Graduation.

1988 Summer Session (Graduate Program: One Six-week Session)

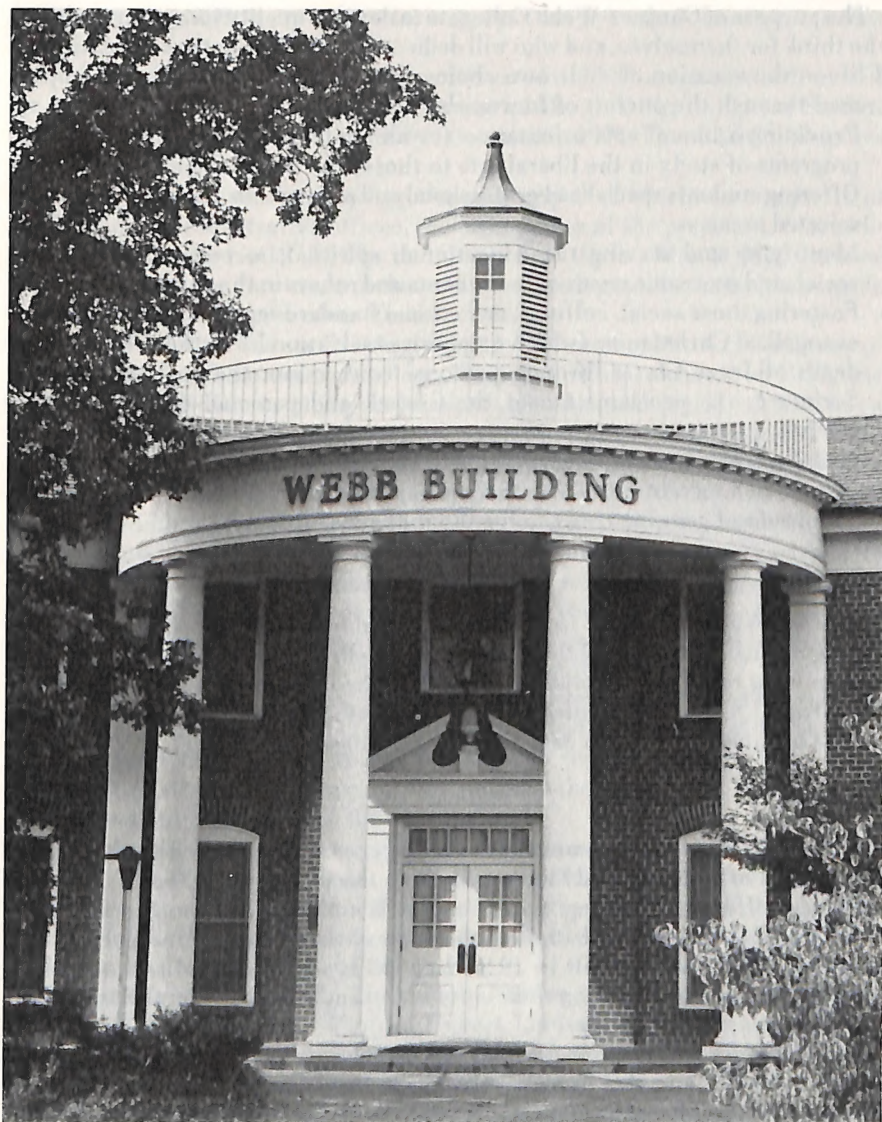
May 30	Monday—Registration for Boiling Springs Graduate Students.*
June 13	Monday—Classes resume.
July 22	Term ends.
August 6	Saturday—Graduation.

*Check with the Director of Graduate Studies for more detailed information. The registration schedule for off-campus graduate programs will be announced at a later date.

Catalog Requirements

The conditions and policies set forth in this catalog have binding effect upon the college and students for the academic year in which it is in force. The college reserves the right to make necessary changes and corrections. Where changes are made in graduation requirements the college accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes. Appeals may be handled as described on page 16.

General Information



Accreditation

Gardner-Webb College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. It is also accredited by the National League of Nursing, and The National Association of Schools of Music, and is authorized by the immigration authorities of the United States for the training of foreign students.

Purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional and pre-professional preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scripture, the proclamation of the Gospel, and personal commitment to Christ).

Gardner-Webb College is a liberal arts college, owned and operated by the Baptist State Convention of North Carolina. Campus life is characterized by friendliness and genuine concern for the individual student.

Location

Gardner-Webb is located in the western Piedmont of North Carolina. Both Boiling Springs, the home of the college, and Shelby, seven miles to the east, are experiencing rapid growth and development. The college is on N.C. 150, three miles from U.S. 74, and 13 miles north of Interstate 85. Charlotte, the largest city in the Carolinas, is 50 miles east of Boiling Springs.

Campus

A tract of 200 acres accommodates the college campus. Major academic and administrative buildings and facilities include the following:

The E. B. Hamrick Building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943 it was dedicated and named in honor of the late Mr. E. B. Hamrick. It houses an auditorium, several classrooms, and offices.

The Bost Physical Education Building and Swimming Pool honors the late Mr. L. C. Bost of Shelby and Mrs. Jean Bost Gardner. It contains one classroom, a first aid room, lockers, showers, and team rooms. The heated olympic-sized swimming pool can be used year-round. In the summer it serves athletic and church-related camps and provides recreational programs for local students engaged in special learning programs.

Elliott Hall, previously known as Church Annex, was renamed by the Board of Trustees in April, 1984. The building honors the memory of Dr. Philip L. Elliott, the seventh president of the college who served as president from 1943 to 1961. The building was originally constructed in 1952 and served as an annex for the Boiling Springs Baptist Church. An anonymous donor made possible the renovation of Elliott Hall in 1985.

The O. Max Gardner Memorial Fine Arts Center, completed in autumn 1948, was given by the family of the late Ambassador and former Governor of North Carolina, O. Max Gardner. The first floor houses a band room, music studios, practice rooms, and the ceramics laboratory. On the second floor is a student lounge and music recital hall.

The Suttle Tennis Courts, originally constructed in 1960, are named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mrs. J. L. Suttle, Sr., of Shelby, North Carolina. They were completely renovated in 1976. Four additional courts were constructed in 1979.

The Webb Administration Building, the original part of which was completed in 1960, houses administrative offices, including those of the president. (An addition was constructed in 1973.) The building honors the late Mrs. O. Max Gardner (Fay Webb) and her parents, grandparents, and great grandparents. It was made possible by the O. Max Gardner Foundation.

The A. T. Withrow Science Building, is named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college. Occupied in the autumn of 1961, the building has facilities for biology, chemistry, physics, and geology. It also has a lecture room seating 150, seven offices, and a photographic laboratory.

The Charles I. Dover Campus Center is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This two-story building, containing over 40,000 square feet, was completed in 1966. It is multi-functional and features a student lounge furnished in honor of the late Mrs. Charles I. Dover. It contains the student cafeteria, faculty dining room, and campus post office. The offices concerned with student services, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices.

The Lutz-Yelton Convocation Center was completed during the 1981-82 academic year. The 64,000 square foot structure includes a regional athletic arena and a 600-seat theatre. Classrooms and student activity areas are within the building. Constructed at a cost of \$3.7 million, the building is the center of cultural and athletic activities for the area.

The Ernest W. Spangler Memorial Stadium is named in memory of Mr. E. W. Spangler, a Shelby business man, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, N.C. Completed in 1966, it includes a football stadium seating 6,000, a track, and a fully equipped field house.

The David Lindsay Classroom Building was made possible by the late Mr. David Lindsay and his wife, Mrs. Winfred Hubert Lindsay, of Rutherfordton. This three-story building was completed in 1967 at a cost of approximately \$275,000. Classrooms and faculty offices occupy the entire building.

The Blanton House: In 1981 the children of George and Ida Wood Blanton gave their family residence in Shelby to the college. This colonial-style house, built in 1898 and restored by the Blanton family, is now the home of the president of the college.

The Suttle-Wall Tower of Light was built in 1969 in memory of Mr. Joseph Linton Suttle and Dr. Zeno Wall. The unique design of this tower represents the Trinity and Jesus as the Light of the World

The Washburn Memorial Building was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now being used for classrooms and faculty offices.

The J. R. Dover, Jr., Memorial Chapel, a graceful and inspiring structure erected in 1972, completed the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a college of the churches. The interior features a 336-seat auditorium, a conference room, and a Baptist Student Union area provided by the late Mr. T. R. Hendrix, Sr., and his wife, Mrs. Erline Welborn Hendrix, of High Point, N.C. The lower level provides space for three classrooms and seven faculty offices.

Radio Station WGWG was made possible by the family of Mr. Lee Polk Frans of Hickory, N.C., as a memorial in his honor. This 5,000 watt stereo FM educational station broadcasts over a radius of 50 miles. WGWG began broadcasting in January 1974, at an assigned frequency of 88.3 Mhz. Studios are located on campus in the president's former home.

The John R. Dover Memorial Library is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, designed to accommodate 150,000 volumes with seating for 565 students. The collection consists of more than 250,000 books and bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the most notable being the libraries of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mr. O. Max Gardner. Located across from the Library is the Kathleen Nolan Dover Garden. This garden was given in memory of Mrs. Dover by her husband, Charles I. Dover, and their family and friends.

The Hubert M. Craig Memorial Classroom Building is named in honor of Hubert M. Craig, Sr., of Gaston County, a trustee of Gardner-Webb College and an advocate of Christian higher education. Mr. Craig's widow, his son H. Max Craig, Jr., of Stanley, and two daughters, Mrs. Harry L. Davis of Lincolnton and Mrs. W. C. Hillingsworth of Charlotte, joined in naming this building which houses the teacher education department, mathematics department, and art classes.

Administrative Structure of the Graduate Program

Graduate programs are administered by the Director of Graduate Studies who serves as presiding officer of the graduate faculty and vice-chairman of the Graduate Council. The council is responsible to the graduate faculty and makes regular reports of its proceedings and deliberations. The Graduate Council is responsible for the approval of programs, admission policies, graduate faculty, and procedures essential to the development and maintenance of an academically strong graduate program. The council is chaired by an elected member of the body.

Admission to Graduate Study



Admission to Graduate Study

Requests for application forms, reference forms, and catalogs should be addressed to the Director of Graduate Studies. Completed forms are to be returned to the Director of Graduate Studies along with the application fee, which is not refundable.

When all documents have been received they will be forwarded to the chairman of the department in which graduate study is to be done. The members of the graduate faculty of that department will evaluate the application, and the applicant will be advised by the Director of Graduate Studies as to acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason.

Criteria for Admission

1. Class A North Carolina Teaching Certificate or equivalent.
2. Bachelor's degree from an accredited institution of higher education with at least a 2.4 grade point average.
3. Satisfactory test scores on any one of the following tests:
 - a. Graduate Record Examination.
 - b. National Teachers Examination.
 - c. Miller Analogies Test.
4. Three positive letters of evaluation.
5. A positive evaluation based on a personal interview with the appropriate academic department.

All five criteria will be used to judge the applicant's potential to engage profitably in graduate study.

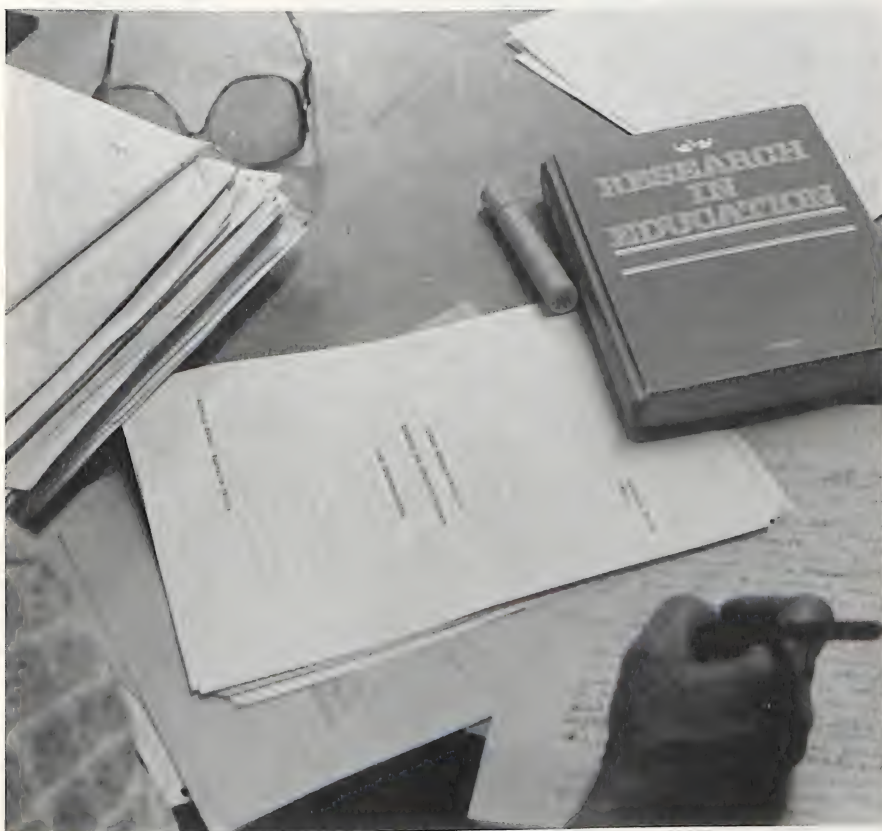
To apply for initial admission to graduate study the applicant will:

1. Submit an application to the Director of Graduate Studies, Gardner-Webb College. A \$20 non-refundable processing fee is required.
2. Arrange for an official transcript of all previous academic work beyond the high school to be sent directly from each institution attended. It is the responsibility of each student to request in writing that transcripts be sent to the Director of Graduate Studies; such information is released only at the request of the applicant.
3. Arrange for submission of scores on either the Graduate Record Examination, National Teachers Examination (Core Battery III-Professional Knowledge and Specialty Area), or Miller Analogies Test.
4. Submit three professional references on graduate study reference forms.
5. Provide evidence of Class A North Carolina Teacher certification or equivalent.
6. Schedule a personal interview with the appropriate academic department.

These steps must be completed at least 30 days before the first class of the term in which graduate study is begun. The applicant will be notified whether he has been granted full acceptance, acceptance for purposes of professional development, accepted provisionally, or rejected.

Provisional acceptance may be granted to selected applicants who *do not* meet requirements for full admission to the program. A provisional student may apply for regular status upon satisfactory completion of all provisions specified in his letter of acceptance. Students who are admitted provisionally will be informed of requirements for full acceptance in their letter of admission. These requirements will be determined by the appropriate department. A student may enroll as a graduate student for the purpose of taking up to six hours for professional development; these credits may, at the discretion of the department chairman and the Director of Graduate Studies, be counted if the student decides to apply for full admission.

An appropriate schedule of courses leading to uninterrupted study and completion of all requirements is assured fully-accepted students who begin their course of study in the summer session. Other schedule options are available.



Transfer of Courses for Graduate Credit

With the approval of the chairman of the major department and the Director of Graduate Studies a maximum of six semester hours may be accepted from another accredited graduate school toward the fulfillment of requirements for a graduate degree at Gardner-Webb. Students currently enrolled in a graduate degree program at Gardner-Webb must have prior approval to take courses from another institution for transfer credit.

Students who earned a bachelor's degree in education at Gardner-Webb College may not transfer for graduate credit any 500- or 600-level course taken as an undergraduate if that course contributed in any way to the requirements for the bachelor's degree or the Class A certificate. Senior or graduate level courses that did not contribute toward the bachelor's degree may, at the discretion of the Department Chairman, count toward the master's degree or Class G certificate.

Readmission of Former Students

Any student who does not register for three consecutive terms (whether summer session or regular academic terms) must apply for readmission before resuming graduate work. All applications for readmission to graduate study must be filed with Director of Graduate Studies at least 30 days before the opening of the term in which the student wishes to resume graduate study. No application fee is charged for readmission.

Academic Information



Academic Counseling

Each student admitted to graduate study is assigned a faculty adviser who assists the student in developing a program of studies.

Registration

Registration for new and returning graduate students begins in July for the fall term, in November for the spring term, and in April for the summer term. Shortly before the registration period begins, all graduate students will receive complete instructions concerning procedures to follow in the registration process.

Registration in the graduate program is considered a contract binding the student for charges for the entire term.

Late Registration. A student may register during the week following regular registration, but this requires the permission of the Director of Graduate Studies, the department chairman, and the instructor of the course. A \$25.00 late fee will be assessed.

Dropping, Adding, and Changing Courses. Changes may be made with the approval of the Registrar, the Director of Graduate Studies, the department chairman, and the instructor(s) involved. A fee will be charged unless the change is requested by the administration.

Students may officially withdraw from a course at any time. The Registrar provides the necessary forms. A fee is charged.

Academic Load

A full load is six semester hours during the summer term and three semester hours during each regular semester.

Cost of Instruction

Current cost is \$80 per semester hour for graduate credit. The college reserves the right to change the cost per semester hour when the change is deemed necessary.

Financial Aid

The Eloise and Pat Spangler Fund was established in 1981 by their many friends in appreciation of the Spanglers' years of public service. The fund provides stipends for graduate teaching assistantships. Preference is given to graduate students in reading education. Application for this award is made through the Financial Aid Office.

A limited number of teaching assistantships are also available in selected areas of study.

Refund Policy

It is the policy of Gardner-Webb College to give full refund to students officially withdrawing from classes prior to the first official class meeting. This request should be made in writing to the Academic Vice-President. After the first official class meeting, full refund cannot be given. Registration in the college is considered a contract binding the student for charges for the entire semester.

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature as interpreted by the college.

1. In the event a student plans to re-enter, a pro-rata refund of tuition and fees will be allowed as a credit toward a later term.
2. Should the withdrawal be interpreted as providential by the college and should the student choose a cash refund, one-half ($\frac{1}{2}$) pro-rata will be granted on tuition, until one (1) week after mid-term report.
3. No refund of any type will be granted in the event of suspension or expulsion.

RECOMMENDED POLICIES FOR FELLOWSHIPS AND SCHOLARSHIPS

1. Recipients must be fully admitted to the graduate degree program.
2. Applications for fellowships and/or scholarships must be obtained from and submitted to the Director of Graduate Studies who will appoint a committee to assist him in the selection of the recipients.
3. Recipients of all awards may be new or continuing graduate students.
4. Recipients of fellowships and/or scholarships must be full-time students.
5. The Graduate Council must be informed of all awards including names, financial grants, and specific duties or requirements for each award.

RECOMMENDED POLICIES FOR ASSISTANTSHIPS

1. Applications for assistantships must be obtained from and submitted to the department chairman of the appropriate department.
2. Awards are for the academic year only, and are available to those carrying a minimum of six semester hours of work.
3. Requests for assistantships shall be submitted to the Director of Graduate Studies from the individual departments.
4. Each department will select the individual recipients of the awards.
5. Recipients of fellowships and/or scholarships may also receive assistantships.
6. There should be equitable stipends for recipients within each department.
7. Each department must formulate a written agreement with each recipient stating: 1) specific duties, 2) financial remuneration, and 3) the amount of monthly payments.
8. Individual assistantship contracts must be re-evaluated yearly.

Grading System

The instructor's final estimate of the student's performance in a course is represented by the following grading scale:

	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A Superior	1	4
B Satisfactory	1	3
C Passing	1	2
F Failing	1	0
I Incomplete	1	0
W Withdrew	0	0

An **I** is assigned when the course work is incomplete due to circumstances beyond the student's control. The student has until mid-term of the following semester to complete the work and remove the **I**; otherwise an **F** automatically will be assigned by the Registrar.

A **W** will be assigned when a student withdraws from a course. After a specific date in each term announced by the Registrar, a grade of **WP** (withdrawn passing) or **WF** (withdrawn failing) will be recorded.

Retention Policy

A student must have an average of 3.0 over-all to be awarded the M.A. degree. When the QPR falls below 3.0, the student is placed on probation. If, after six hours of additional work, the student does not attain a 3.0 over-all, the department will notify the Graduate Council of the termination of the student's program.

Class Attendance Policy

Regular class attendance is an important student obligation and each student is responsible for all work conducted in class meetings. Class attendance policy is the prerogative of the professor. Within the first week of each semester, the professor will clearly state, in writing, the attendance policies which will govern the class. Credit may not be granted for a course in which the student misses more than 25% of the class sessions.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official college business or foreseeable personal circumstances must be discussed with the professor before the absence and plans made for completing course work missed.

Students in danger of failing to meet standards set for satisfactory class work due to excessive class absences will be notified by the professor, but it is the student's responsibility to be aware of absences from class.

Examinations and Reports

Final examinations are required in every course at the end of the semester. A student who does not take the examination at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Business Office.

Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are \$2 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Academic Appeals

Any student may appeal an academic decision by first appealing to the instructor making the decision. If the problem is not resolved satisfactorily, the student



may then appeal to the Department Chairman, the Director of Graduate Studies, the Graduate Council, and the President of the College, in that order. All academic appeals must be made in writing no more than eighteen months after the date of the decision being appealed.

Progress Review

When the student has earned between 15 and 21 hours credit, an appointment should be scheduled with the adviser to review progress to date and to determine additional work to be completed for the degree.

Comprehensive Examinations and Projects

1. Departments participating in graduate studies may choose to require written examinations, oral examinations, or project presentations as instruments to satisfy the comprehensive requirement.
 - A. All projects will include a written assessment in which the student indicates the understanding of the relationships between the project and the total educational process.
 - B. All projects will be directed by two members of the department involved and at least one other member of the graduate faculty.
 - C. All project presentations will be evaluated by the directing committee. Evaluation includes assessment of the written report.
2. Upon completion of fifteen hours of graduate work, students seeking credit for such projects will file formal application, including the presentation of an initial prospectus.
3. Graduate projects (given in lieu of traditional comprehensive examinations) will fulfill the aims of the comprehensive examination.
4. Written and oral comprehensive examinations will be administered by the major department twice a year. To take these examinations, degree candidates must apply to their department chairman at least thirty days before the examinations are scheduled.

Application for Degree

A student must apply for the Master of Arts degree in the office of the Director of Graduate Studies when registering for the final term of graduate study.

Application for Graduate Certification

An application for the North Carolina G certificate must be filed with the Chairman of the Department of Education. An application fee is required. Certified checks must be made payable to the Division of Teacher Certification, North Carolina State Board of Education.

Commencement Exercises

Gardner-Webb College conducts commencement exercises twice a year, at the end of the spring semester and at the end of summer school. Each candidate for a degree must be present for rehearsal and for the conferring of degrees. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises. Any exception to this policy must be approved in writing by the Vice-President for Academic Affairs.

Student Life and Services



Graduate Student Representation on the Graduate Council

Graduate students in each department offering graduate programs select a representative each year to the Graduate Council. Only one of the elected departmental representatives, however, has voting privileges on the council. Voting privileges alternate between departments. In 1985-86 the voting representative will come from the Department of Education.

Campus Code

The Code of Conduct is an official part of Gardner-Webb College and gives life on our campus and in our regional centers a special personality. We believe it represents values necessary for an open educational community. Students who enroll at Gardner-Webb agree to abide by this Code. The following activities could be considered to be in violation:

1. Dishonesty, such as cheating, plagiarism, forgery, or knowingly furnishing false information.
2. Theft or damage to property of Gardner-Webb College or a member of the college community.
3. Immorality, engaging in lewd, obscene or offensive behavior, speech or writing.
4. Use or possession of alcoholic beverages or drugs on campus or at college related functions, or disorderly conduct on the Gardner-Webb College campus as a result of having consumed alcoholic beverages and/or drugs.
5. Gambling in all forms.
6. *Abuse—Physical or verbal abuse or undue humiliation, intimidation of others, or placing a person under any mental duress and/or fear of imminent physical danger is prohibited. Such activities shall not be directed to any member of the college community nor any guest of the college community on institutional premises or at college related activities.
7. Appearance—Men and Women not neatly and appropriately dressed at all times in keeping with the campus dress code with hair clean and well groomed.
8. Demonstrations, riots, or disruptive behavior which interferes with the purpose of the college.
9. Disrespectful and/or insubordinate behavior, failure to respond to an official notice from an administrator or faculty.
10. Use, possession, or distribution on campus of firearms, explosives, fireworks, or knives of unlawful length.

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the College.

*The student is advised that hazing in any form is prohibited as per North Carolina Statute: 14-35.

Publications

The Web, the college yearbook; *The Pilot*, the student newspaper; the Student Handbook, and *Reflections* are publications edited by the students of the college. *The Web*, the alumni publication, is distributed to alumni, parents, and other friends of the college.



Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. The Director of Counseling and College Minister are available for counseling.

Career Planning and Placement

The Placement Office, located in the Development House, seeks to assist students in obtaining positions in their chosen fields. The Family Educational Rights and Privacy Act of 1974 provides that students may have access to their placement records under certain conditions and that files may be released only with the written permission of the students.

Bookstore

The College bookstore, located on Main Street in Boiling Springs, provides all the books and materials needed by the students for their courses of study. Students at off-campus centers may purchase their books during registration at the off-campus center.

Registration of Automobiles

All automobiles must be registered with the Security Office during registration for classes. The current registration fee is \$25.00 for the calendar year (beginning in the fall and running through the following summer term). A \$5.00 registration fee is required for students attending summer school only. A decal is issued for each automobile.

Graduate Program



Major Programs of Study

Purpose of the Graduate Program

The Master of Arts in Education program enables educators to enhance their knowledge in their respective fields of study and to improve their professional skills. The program is specifically designed to relate to the inservice needs of teachers in the areas of teaching and research.

The graduate of the program will possess those competencies essential to effective teaching and continuous self-improvement.

Teacher preparation is recognized throughout the college as one of the important functions of the institution. The undergraduate and graduate programs are approved by the North Carolina State Department of Public Instruction and by the Commission on Colleges of the Southern Association of Colleges and Schools. The college has an excellent record in placing teachers.

Early Childhood Education (K-4), Intermediate Education (4-6), and Middle School Education (6-9)

The Early Childhood Education, Intermediate Education, and Middle School Education programs are especially designed for area public school teachers within commuting distance of the college facility. Each two-year program is carefully designed to accommodate the employed teacher's schedule. The design of each program consists of thirty semester hours in three basic areas which include professional, instructional and subject content components. Middle school majors will be required to concentrate in one subject area: Language Arts, Science/Math, or Health and Physical Education. Upon completion of either the Early Childhood, Intermediate, or Middle School Program, the student will be recommended by the Department of Education for the North Carolina *Class G* Teaching Certificate.

Program Goal

The major goal of the degree programs in Early Childhood, Intermediate Education, and Middle School Education is to offer capable students opportunities for advanced study and research in these fields. Emphasis will be on "quality teaching" which will be developed through the extension of advanced academic and professional training in a specialized field of study.

Program Objectives

To achieve the goals of the program, five major objectives have been formulated. These program objectives are designed to:

1. Provide advanced preparation in a specialized field of study.
2. Develop skills in analyzing various principles and theories of learning for classroom instruction.
3. Provide instruction to organize, implement and evaluate a wide range of instructional materials and methods of instruction.
4. Assist teachers in the development and implementation of diagnostic, prescriptive and evaluative skills for individualized instruction.

5. Develop competencies in the collection and interpretation of educational research as related to classroom instruction.

Course Requirements for the Master of Arts in Education

I. EARLY CHILDHOOD EDUCATION (K-4)

A. Professional Component (12 semester hours)

- Ed 600 Philosophical Foundations of Education (3)
- Ed 610 Curriculum Development (3)
- Ed 620 Methods of Research (3)
- Psy 600 Educational Psychology (3)

B. Instructional Component (9 semester hours)

- Ed 615 Strategies of Teaching (3)
- Ed 628 Early Childhood Language and Reading (3)
- Ed 685 Seminar in Early Childhood Education (3)

C. Subject Content Component (9 semester hours)

Choose three (3) of the following: (To include Ed. 500)

- Ed 500 Language Arts and Children's Literature (3)
- Ed 655 Advanced Children's Literature (3)
- Ed 658 Foundations of Writing Instruction (3)
- Sci 520 Science for Elementary Education (3)
- Soc 500 Social Studies for Elementary Education (3)
- Mth 510 Mathematics for Elementary Education (3)
- Mus 546 Teaching Strategies in Music
- Art 502 Art for Teachers (3)
- H 500 Comprehensive Health Education (3)
- PE 500 Current Trends in Elementary PE (3)

II. INTERMEDIATE EDUCATION (4-6)

A. Professional Component (12 semester hours)

- Ed 600 Philosophical Foundations of Education (3)
- Ed 610 Curriculum Development (3)
- Ed 620 Methods of Research (3)
- Psy 600 Educational Psychology (3)

B. Instructional Component (9 semester hours)

- Ed 615 Strategies of Teaching (3)
- Ed 629 Diagnostic Procedures in the Teaching of Communication Skills and Content (3)
- Ed 685 Seminar in Intermediate Education (3)

C. Subject Content Component (9 semester hours)

Choose three (3) of the following: (To include Ed. 500)

- Ed 500 Language Arts and Children's Literature (3)
- Ed 655 Advanced Children's Literature (3)
- Ed 658 Foundations of Writing Instruction (3)
- Sci 520 Science for Elementary Education (3)
- Soc 500 Social Studies for Elementary Education (3)
- Mth 510 Mathematics for Elementary Teachers (3)
- Mus 546 Teaching Strategies in Music (3)
- Art 502 Art for Teachers (3)
- H 500 Comprehensive Health Education (3)
- PE 500 Current Trends in Elementary PE (3)

III. MIDDLE SCHOOL EDUCATION (6-9)

A. Professional Component (12 semester hours)

- Ed 600 Philosophical Foundations of Education (3)
- Ed 610 Curriculum Development (3)
- Ed 620 Methods of Research (3)
- Psy 600 Educational Psychology (3)

B. Instructional Component (6 semester hours)

- Ed 615 Strategies of Teaching (3)
- Ed 690 Seminar in Middle School Education (3)

C. Subject Content Component (12 semester hours)

Choose Communication Skills, Science, Math, or Health and Physical Education

Communication Skills

- Ed 500 Language Arts and Children's Literature (3)
- Ed 625 Diagnostic Procedures in the Teaching of Communication Skills and Content (3)
- Ed 635 Research in Reading/Communication Skills in Education (3)
- Eng 560 Contemporary Discourse or Eng. 561 Literary Reflections (3)

Science

- Sci 520 / 525 Life Science for the Elementary/Middle School Teacher (3)
- Sci 530 Earth Science for Middle School (3)
- Sci 535 Physical Science for Middle School (3)
- Sci 540 Science in Middle School Education (3)

Math

- Mth 510 / 515 Mathematics for Elementary/Middle School Teachers (3)
- Mth 525 Topics in Middle School Mathematics I (3)
- Mth 550 Topics in Middle School Mathematics II (3)
- Mth 600 Selected Readings in Diagnostic/Prescriptive Teaching of Middle School Mathematics (3)

Health and Physical Education

- PE 500 Current Trends in Elementary Physical Education (3)
- H 500 Comprehensive Health Education (3)
- H 531 Problems in Health Education (3)
- PE 600 Physical Education for Special Populations (3)

Reading Education (K-12)

The Reading Education Program is carefully designed to accommodate the employed teacher's schedule. The Reading Program consists of thirty semester hours in three academic areas which include professional, instructional and subject content components. The Professional core component will be identical to that of the Early Childhood, Intermediate and Middle School programs with course work in foundations, curriculum, psychology, and research. Subject content in reading will include courses in diagnostic-prescriptive techniques,

corrective and remedial procedures, and organization and supervision skills for teaching reading in the public school. Upon completion of the Reading Education Program, the student will be recommended by the Department of Education for the North Carolina *Class G Teaching Certificate* (K-12).

Program Goal

The major goal of the program in reading is to offer capable students opportunities for advanced study and research in the field of reading education. Emphasis will be on "quality teaching" which will be developed through the extension of advanced academic and professional training in this specialized field of study.

Program Objectives

To achieve the goal of the program, six major objectives have been formulated. These program objectives are designed to:

1. To acquaint the student with a wide range of reading materials for children.
2. Provide advanced preparation in the specialized field of reading education.
3. Develop skills in analyzing various principles and theories of learning for classroom instruction for developmental corrective and remedial programs in reading education.
4. Provide instruction to organize, implement and evaluate a wide range of instructional materials, methods, and testing instruments for instruction in the teaching of reading.
5. Assist teachers in the development and implementation of diagnostic, prescriptive and evaluative skills for individualized instruction in reading/language arts.
6. Develop competencies in the collection and interpretation of educational research as related to classroom instruction to the teaching of reading.

Course Requirements for the Master of Arts in Reading

- A. Professional Component (12 semester hours)
 - Ed 600 Philosophical Foundations of Education (3)
 - Ed 610 Curriculum Development (3)
 - Ed 620 Methods of Research (3)
 - Psy 600 Educational Psychology (3)
- B. Instructional and Subject Content Component (18 semester hours)
 - Ed 629 Diagnostic Procedures in the Teaching of Reading and Content (3)
 - Ed 635 Research in Reading/Language Arts Education (3)
 - Ed 640 Psychology of Reading (3)
 - Ed 650 Organization and Supervision of the Reading Curriculum (3)
 - *Ed 530 Reading Foundations (3)
 - *Ed 630 Corrective and Remedial Procedures for Reading and Content (3)
 - *Ed 645 Beginning Reading Instruction (3)
 - *Ed 655 Advanced Children's Literature (3)
 - *Ed 658 Foundations of Writing Instruction (3)

*Elective

School Administration (K-12)

The major emphasis of the School Administration program is to prepare experienced teachers to serve as educational leaders. A minimum of three years of successful experience as a classroom teacher is required for entry into this program. Those with bachelor's degrees may enter the two year, one point entry program leading to a master of arts degree in school administration (K-12). Those with masters degrees in various other areas of teacher education may apply to the school administration program for the purpose of obtaining certification in principalship. A transcript evaluation is necessary to determine the number of additional courses required.

Program Goal

The goal of the Master of Arts degree in School Administration is to develop educational leaders through courses, research, seminars, and internships.

Program Objectives

The basic objectives of the principalship program are to:

1. Prepare experienced teachers in the principles and procedures of educational administration, curriculum, and instructional improvement.
2. Evaluate models of instruction and methods of supervision in classroom and laboratory settings.
3. Develop in prospective principals the ability to evaluate classroom teachers within an academic environment.
4. Interpret educational research and relate findings to teachers for classroom improvement.
5. Serve as an educational and instructional leader.

Course Requirements for the Master of Arts in School Administration

- A. Professional Component (12 semester hours)
 - Ed 600 Philosophical Foundations of Education (3)
 - Ed 610 Curriculum Development (3)
 - Ed 620 Methods of Research (3)
 - Psy 600 Educational Psychology (3)
- B. Instructional Component (6 semester hours)
 - Ed 615 Strategies of Teaching (3)
 - Ed 618 Models of Supervision (3)
- C. Subject Content Component (12 semester hours)
 - Ed 612 Introduction to Educational Administration (3)
 - Ed 660 School Principalship (3)
 - Ed 680 Issues in Educational Administration (3)
 - Ed 695 Internship in School Principalship (3)

Health Education and Physical Education

Health Education and Physical Education (K-12)

The Health Education and Physical Education programs are designed for teachers within commuting distance of the college facility. This program, designed to be completed in two years, was developed to accommodate the employed teacher's schedule. The primary focus of the program is "teaching excellence." The design of the program consists of thirty semester hours in three basic areas which include professional, instructional, and elective components. The program offers twelve hours of academic work which may be programmed to meet the needs of the individual student. Upon completion of either the Health Education or the Physical Education program, the student will be recommended by the Department of Health Education and Physical Education for the North Carolina G teaching certificate.

Program Goal

The goal of the Master of Arts in Health Education and Physical Education is to develop excellence in teaching through courses, research, experiences, and practices. Students may take a sequence of courses in health education or physical education.

Program Objectives

To attain the goal of the Master of Arts program in Health Education and Physical Education, the following program objectives are indicated:

1. To provide advanced preparation in the field of health education and physical education teaching.
2. To develop skills essential for research and investigation of various aspects of health education and physical education.
3. To develop skills and understandings of numerous methods, techniques, and approaches used in health education and physical education teaching.
4. To foster development of individual potential for becoming optimally effective as health education and physical education teachers.

Course Requirements for the Master of Arts in Health Education and Physical Education

- A. Professional Component (6 semester hours)
 - Ed 600 Foundations of Modern Education (3)
 - Ed 610 Curriculum Development (3)
- B. Subject Component
 - 1. Required—Physical Education (12 semester hours)
 - PE 602 Research in Physical Education (3)
 - PE 603 Scientific Principles of Physical Education (3)
 - PE 604 Teaching Strategies in Physical Education (3)
 - PE 606 Seminar-Future Directions in Physical Education (3)

2. Required—Health Education (12 semester hours)
 - H 602 Research in Health Education (3)
 - H 603 Helping Relationships for Health Science (3)
 - H 604 Teaching Strategies in Health Education (3)
 - H 606 Seminar-Future Directions in Health Education (3)
3. Select (6 semester hours from Major Track)
 - PE 500 Current Trends in Elementary Physical Education (3)
 - PE 501 Foundations of Physical Education (3)
 - PE 600 Physical Education for Special Populations (3)
 - PE 601 Psychology and Sociology of Sports (3)
 - PE 605 Practicum in Physical Education (1-6)
 - PE 607 Supervision of Physical Education (3)
 - H 500 Comprehensive Health Education (3)
 - H 501 Drug/Alcohol Education (3)
 - H 502 Sexuality/Sex Education (3)
 - H 531 Problems in Health Education (3)
 - H 600 The School Health Program (3)
 - H 605 Practicum in Health Education (1-6)
 - H 607 Supervision of Health Education (3)
 - H 608 The School Health Coordinator (3)

Course Descriptions

Art 502 Teaching Strategies in Art

Concentrated study of art teaching methods for elementary teachers.

Ed 500 Language Arts and Children's Literature

Advanced study in the classroom instruction of language arts and children's literature programs in the early childhood curriculum.

Ed 530 Reading Foundations

An introductory course in reading, emphasizing basic skills in readiness, word recognition, comprehension, study skills, rate and analysis of different approaches to the teaching of reading.

Ed 600 Philosophical Foundations of Education

An analysis of the historical, philosophical, and societal interaction between the American social structure and the contemporary educational system.

Ed 610 Curriculum Development

An analysis of the nature of curriculum and the relationship of curriculum design, implementation and evaluation to curriculum development.

Ed 612 Introduction to Educational Administration

Introduction to theory and practice of school organization, including analysis of administrative responsibilities within the school and with school administrators.

Ed 615 Strategies of Teaching

An examination of a variety of strategies of instruction for the elementary and middle school, including numerous peer teaching experiences.

Ed 618 Models of Supervision

An examination of a variety of models of supervision with emphasis on leadership style and management techniques.

Ed 620 Methods of Research

A study of the scientific method, research techniques, and methodology, with emphasis upon statistical considerations, sampling, historical research, descriptive and analytical studies, and predictive methods.

Ed 625 Diagnostic Procedures in the Teaching of Reading and Content

A diagnostic-prescriptive approach to teaching and learning communication skills including experience in using informal testing, standardized tests, and criterion-referenced tests. *Pre-requisite: Reading Foundations (undergraduate or graduate).*

Ed 628 Early Childhood Language and Reading

A diagnostic-prescriptive approach to early childhood language and communication skills including experience in using formal testing, standardized tests, and criterion-referenced tests. *Pre-requisite: Reading Foundations (undergraduate or graduate)*

**Ed 630 Corrective and Remedial Procedures for Reading/
Language Arts**

An examination of methods and procedures for dealing with specific problems in the areas of reading and language arts. *Pre-requisite: Reading Foundations (undergraduate or graduate).*

Ed 635 Research in Reading and Language Arts Education

An analysis and interpretation of research on methods of instruction in the areas of reading and language arts education.

Ed 640 Psychology of Reading

An analysis of psychological theories of learning as applied to the teaching of reading and of the psychology of the reading process.

Ed 645 Beginning Reading Instruction

An examination of the components of reading readiness and initial reading instruction.

Ed 650 Organization and Supervision of the Reading Curriculum

An in-depth study of the organizational and supervisory patterns of reading programs from the past to the present including laboratory experience in a public school setting.

Ed 655 Advanced Children's Literature

An advanced study of children's literature, emphasizing its use to enhance reading instruction across the curriculum. Such current topics as bibliotherapy, children's poetry, book selection and evaluation are examined.

Ed 658 Foundations of Writing Instruction

An exploration of the relationship between reading and writing including classroom application of literature on writing instruction and on teaching through writing.

Ed 660 School Principalship

An examination of the roles, functions, and duties of a school principal, including an analysis of the purposes, structure, and operation of an educational organization. Emphasis is placed upon policies and procedures relating to personnel administration, evaluation, negotiation, and budgetary responsibilities.

Ed 680 Issues in Educational Administration

An examination of current issues in educational administration, such as legal issues, administrative computer application, budget preparation.

Ed 685 Seminar in Early Childhood Education/Intermediate Education

A seminar for discussion and examination of current issues in early childhood and intermediate education. Within the course a written or oral comprehensive examination or presentation of a final project is required.

Ed 690 Seminar in Middle School Education

A seminar for discussion and examination of current issues in middle school education. Within the course a written or oral comprehensive examination or presentation of a final project is required.

Ed 695 Internship in School Principalship

A planned, supervised administrative experience in a public school setting.

Eng 560 Contemporary Discourse

An examination of the methods and styles involved in the exchange of ideas with emphasis upon supporting linguistic structures and rhetorical options and some discussion of mass media influences.

Eng 561 Literary Reflections

An examination of selected literary works, such as the modern novel, with attention to the shaping forces, themes, and genre of the works. Applications to classroom situations and methods for teaching are emphasized.

Fr 500 Francophone Language Arts for Early Childhood, Intermediate, and Middle School Teachers

Selected topics of culture, civilization, language, and literature from France and other Francophone countries, conducted in English. No prior knowledge of French required.

H 500 Comprehensive Health Education

A study of the development process of a comprehensive health education program.

H 501 Drug/Alcohol Education

Advanced study of the drug/alcohol use and abuse problem. Pharmacological, sociological, psychological, educational, and safety aspects of drug/alcohol use and abuse are stressed.

H 502 Sexuality/Sex Education

Advanced study of human sexuality, including basic strategies for teaching sex education.

H 531 Problems in Health Education

An intensive study of basic issues and the related literature in the health education field.

H 600 The School Health Program

Advanced study of the total school health program. The course will focus on the school health program as it relates to the school child.

H 602 Research in Health Education

A study and practice of research techniques used in health education designed to familiarize the student with a variety of resource materials and to provide the student with a research experience in a health education area.

H 603 Helping Relationships for Health Science

A study dealing with human relations skill training using the Gazda Model as a base. Carkuff, Gordon, Glasser, and Purkey models will also be studied.

H 604 Teaching Strategies in Health Education

An in-depth study of the development and utilization of innovative teaching strategies used in health education.

H 605 Practicum in Health Education

Visitations and on-the-job training with administrators in health education. A study of various problems and patterns which occur in schools as they relate to a K-12 health education program.

H 606 Seminar-Future Directions in Health Education

A conclusive seminar for the examination of future directions and trends in health education. Within this course, a comprehensive examination is given.

H 607 Supervision of Health Education

A study of the basic issues involved in supervision in health education. Particular attention will be paid to organization and administration problems in supervision.

H 608 The School Health Coordinator

A study of the role and function of a school health coordinator in a comprehensive health education program.

Mth 510/515 Mathematics for Elementary/Middle School Teachers

A study of the mathematical concepts taught in grades K-4/4-9.

Mth 525 Topics in Middle School Mathematics I

A study of algebra, probability, and statistics as they relate to middle school instruction.

Mth 550 Topics in Middle School Mathematics II

A study of geometry, the metric system, and computers as they relate to middle school mathematics.

Mth 600 Selected Readings in Diagnostic/Prescriptive Teaching of Middle School Mathematics

A study of diagnostic techniques and instruments and the research that supports their uses in teaching.

Mus 546 Teaching Strategies in Music

A course utilizing the philosophical foundations of several techniques, including Orff, Kodaly and Dalcroze in developing practical techniques for making music meaningful for elementary students.

PE 500 Current Trends in Elementary Physical Education

A study of pertinent trends, programs, techniques, laws, and developments in physical education at the elementary school level.

PE 501 Foundations of Physical Education

An examination of the bases of physical education as a discipline with emphasis on curriculum development, philosophy of physical education, and principles of physical education.

PE 600 Physical Education for Special Populations

A study of the implications for physical educators created by special student populations including mentally retarded, physically handicapped, gifted and talented, emotionally disturbed, and the elderly.

PE 601 Psychology and Sociology of Sports

An analysis of the psychological and sociological aspects of sport with an emphasis on understanding application of psychological and sociological principles as teachers and coaches and realizing the implications of such application.

PE 602 Research in Physical Education

A study and practice of research techniques used in physical education designed to familiarize the student with a variety of resource materials and to provide the student with a research experience in a physical education area.

PE 603 Scientific Principles of Physical Education

A study of practical anatomical, physiological, biomechanical, and kinesiological principles and trends that are useful in teaching physical education.

PE 604 Teaching Strategies in Physical Education

An in-depth study of the development and utilization of innovative teaching strategies in physical education.

PE 605 Practicum in Physical Education

Visitations and on-the-job training with administrators in physical education. A study of various problems and patterns which occur in schools as they relate to a K-12 physical education program.

PE 606 Seminar-Future Directions in Physical Education

A conclusive seminar for the examination of future directions and trends in physical education. Within this course, a comprehensive examination is given.

PE 607 Supervision of Physical Education

A study of the basic issues involved in supervision in physical education. Particular attention will be paid to organization and administration problems in supervision.

Psy 600 Educational Psychology

Designed for in-service teachers, this course is an in-depth analysis of the psychological foundations of education with emphasis given to theory and practice relating to cognition, motivation, individual differences, evaluation, and conflict management.

Sci 520/525 Life Science for the Elementary/Middle School Teacher

Selected topics in biological sciences, suitable for use in the elementary and middle school.

Sci 530 Earth Science for the Middle School Teacher

Selected topics in earth sciences, suitable for use in the middle school.

Sci 535 Physical Science for the Middle School Teacher

Selected topics in physical sciences, suitable for use in the middle school.

Sci 540 Science in Middle School Education

Current trends and issues in middle school science teaching and learning with emphasis on contemporary literature and classroom implementation.

Soc 500 Social Studies for Elementary Education

Social studies methodologies and content for early childhood and intermediate teachers.

Graduate Faculty

CRAVEN E. WILLIAMS, B.A., M. Div., D. Min.

President of the College

B.A., Wake Forest University; M. Div., Southeastern Baptist Theological Seminary; D. Min., Union Theological Seminary

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Assistant Professor, Education

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JEFF TUBBS, D.A.

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B.A., Bryan College; M.S., D.A., Middle Tennessee State University.

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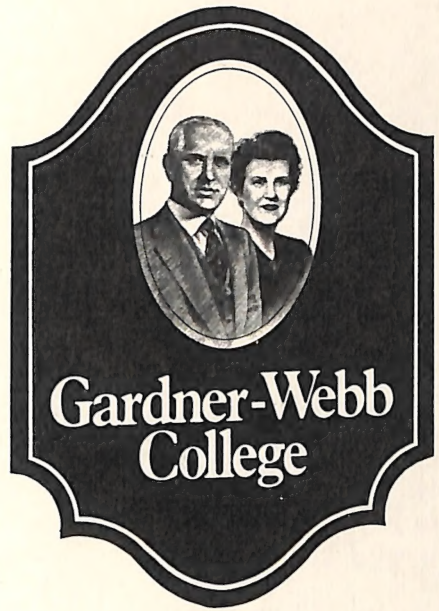
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Gardner-Webb College is an institution of the Baptist State Convention of North Carolina. The college seeks to enroll students from a variety of racial, economic, social, religious, and geographical backgrounds. Gardner-Webb does not discriminate against applicants or students on the basis of race, sex, national or ethnic origin, physical handicap, or religion.



The drawing of Governor O. Max Gardner and his wife Fay Webb Gardner was done by Atlanta artist Keats Petree. Working from family photographs, the artist has successfully portrayed the image of the couple for whom Gardner-Webb College is named. Governor and Mrs. Gardner were moving forces behind the growth of the College during the 30's and 40's—a time of transition from a local high school to a junior college. During the years since that time, the College has continued its growth to its present status as a college offering both undergraduate and graduate programs. The artwork was funded by the Z. Smith Reynolds Foundation of Winston-Salem, North Carolina.

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